**Structured Small Group Program: Making and Keeping Friends**

by

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**Title of Group Program: *Social Butterflies***

**Rationale/Need:**

According to research, students who enter school with a larger number of classroom friends previously to the first day of school, had more positive perceptions of school. Children who maintained their friendships increasingly liked school as school year proceeded. Making new friends was related to school performance gains. Early peer rejection projected less favorable perceptions of school, higher levels of avoidance of school, lower performance levels over the school year. (Ladd, 1990)

Likewise, a study of 1,436 high school students showed that adolescents' same-sex and opposite-sex peer relationships positively impacted their academic performance and general self-esteem. School involvement plays an important role in mediating these peer relationship on academic and non-academic functioning. This was especially seen in same-sex peer relationships. (Liem, 2011)

Another point of interest is the affect peer relationships have on breaking down barriers between immigrant and host-culture students. A 2003 study of Bosnian students who had immigrated to the United States from refugee camps and other Nations revealed healthy interaction and socialization occurred when students and families were brought together in supportive environments. Environments created for educational and social purposes can empower participants to express themselves through multiple modes of communication. (DeBruin-Parecki, 2003)

Based on a survey taken by 4th grade teachers at Four Corners Charter School, a need for a building friendships/social skills counseling group was evident for six 4th grade students. An expressed interest in the group provided two more participants. This group will help students learn how to make and keep friends.

**Goals/purpose:**

* To give students a chance to see what is positive about their classmates and to communicate that understanding through praise.
* To encourage children to build positive friendships
* Explore qualities of positive friendships
* Learn how to initiate a conversation or join in a group game
* Understand the role of assumptions in initiating interactions

**Academic Standards:**

MA.4.G.5.3: Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.

MA.4.A.1.2: Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.

**ASCA Standards:**

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in group

PS:A1.10 Identify personal strengths and assets

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends.

**Objectives:**

Students will interpret views of solids as seen from different perspectives with at least 80% accuracy.

Students will demonstrate cooperative behavior in group with at least 80% accuracy.

Students will multiply by two-digit numbers with 100% accuracy.

Students will identify personal strengths and assets by listing at least 3 characteristics of a good friend that they possess.

**Population:**

The group is for male and female 4th grade students who have exhibited low levels of social skills during the past year, which has resulted in difficulty forming and maintaining friendships. The group will serve 8 participants. Six students were recommended by the 4th grade teachers, and two others sign up as a response to parent letters.

**Recruitment and Screening:**

After a teacher survey indicated in interest in a Making and keeping Friends counseling group, recommendations were collected from the 4th grade teachers. Parent letters were sent out to all 4th grade parents explaining this structured group program and inviting students to join who are interested. The letter would include the schedule, the program focus, and a request that all interested parties contact the school counselor directly. Lastly, informing parents that teacher interviews would take place in order to gain information about students who are exhibiting low social skills.

Next, behavior records were pulled to screen out individuals who are aggressive and therefore need more individualized counseling. This along with the teacher interviews will provide the bases for the group population. Students will be then sent out a formal invitation.

**Group Structure:**

This solution-focused group is an eight session closed group that will be eight weeks in duration. Each session will be from 2:30- 3:00 pm on Tuesdays during the P.E. as agreed upon by the P.E. coach. Sessions will be held in the counseling suite group room. It will be offered twice a year.

**Title of Session #3:** Praise Capes

**Brief Summary of Session:** The Facilitator will review the group’s rules established in the first session. The group will also go over what was covered in the last session; which was a group discussion on what a friend looks like, sounds like, and acts like. The group will revisit the idea of what it takes to cooperate with others. To practice this skill, students will engage in a cooperative learning math activity on three dimensional shapes. Group members will interpret different views of a solid and create the shape with a partner using linking cubes. Next, Students will create praise capes where each student will write one compliment on each group member’s cape. This activity is designed to give students the opportunity to see positive characteristics in their group members and communicate it through praise. The group will close this session by creating a rap song that summarizes today’s topics.

**Theoretical Orientation:** Solution-focused and Cognitive Behavioral

**Specific Group Technique:**

Solution-focused: Problem free talk, goals/preferred future, and feedback.

Cognitive Behavioral:Reinforcement, shaping, and cognitive restructuring.

**Duration:** 30 minutes

**Materials/ Media:** linking cubes, capes, and permanent makers.

**Academic Standard:**

MA.4.G.5.3: Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.

**ASCA Standards:**

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in group

PS:A1.10 Identify personal strengths and assets

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends.

**Objectives:**

Students will interpret views of solids as seen from different perspectives with at least 80% accuracy.

Students will demonstrate cooperative behavior in group with at least 80% accuracy.

**Assessments**: Students will be given a pre/posttest during the first and last session. During the 3rd session the facilitator will assess student progress through observation.

**Procedures/ Instructional Strategy:**

Preparation: Collect materials, and move away and unnecessary furniture in order to provide as much space needed to conduct the activity.

Procedures:

1. The facilitator will post up an example of a three dimensional shape and what the top, front, and side views of this shape are.
2. Students will be asked to construct a shape using the different views of this solid.
3. Tell students that the goal of this activity is to work cooperatively with their partner which is a characteristic of being a good friend.
4. Students will build this shape using linking cubes with a partner.
5. Next, Post up capes on the wall. Tell students that you will be making praise capes. Instruct them to write their names on their assigned cape.
6. Demonstrate how each group member will write one compliment on each person’s cape.
7. Allow students to mingle and write positive comments on one another's capes.

Examples of praise:

* You are friendly to everyone.
* You play a great game of volleyball.
* You are really good at math.

1. After 10 minutes, ask participants to return their markers and go back to their seats.
2. Invite the students to show the class their capes.

5. Suggest to students that they hang their capes up on a class- room wall or bulletin board. Keep the capes up so students can write positive

comments to one another for the rest of the week.

1. At the end of the week, let students take their capes home.

Discussion Questions:

* Who are the people in our lives we like to praise us?
* How does it make you feel when you praise others?
* Are there certain people who hurt us when they criticize us or put us down?
* What are some of the special ways people praise or compliment one another?
* What are the best compliments people put on your cape? Did any surprise you?

(Stuecker, 2012)

**Homework**:

Students will need to find three people to praise each day and write down a brief journal of what happened as a result of this activity.

**Group Stage and Emerging Issues*:*** Since students are still in the initial stage, students might exhibit resistance to participation. If this occurs, the facilitator will try to draw them out. If a student is over sharing, the facilitator will redirect them and invite others to speak.

**Title of Session #5:** InitiationRole Play

**Brief Summary of Session:** The Facilitator will review the group’s rules established in the first session. The group will also go over what was covered in the last session. The group will revisit the idea of what it takes to cooperate with others. To practice this skill, students will complete a multiplication quiz with a partner. Next, group members will discuss and act out how to initiate conversations with other. The group will close this session by sharing one thing they learned through today’s activities.

**Theoretical Orientation:** Adlerian

**Specific Group Technique:** Skit/Role play

**Duration:** 30 Minutes

**Materials/ Media:** Crayons, markers, or colored pencils, and role play cards.

**Academic Standards:**

MA.4.A.1.2: Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.

**ASCA Standards:**

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in group

PS:A1.10 Identify personal strengths and assets

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends.

**Objectives:**

Students will multiply by two-digit numbers with 100% accuracy.

Students will demonstrate cooperative behavior in group with at least 80% accuracy.

Students will identify personal strengths and assets by listing at least 3 characteristics of a good friend that they possess.

**Assessments**: Students will complete a three question multiplication assessment with a partner. Students will also be assessed on the level of cooperation they demonstrate with their partner. The Facilitator will do this through observation. Lastly, students will complete a friendship qualities self-assessment where they will identify three strengths and three areas of improvement.

**Procedures/ Instructional Strategy:**

1. The facilitator will review the steps of multiplication.

2. Students will be asked to complete a multiplication quiz with a partner.

3. Tell students that the goal of this activity is to work cooperatively with their partner which is a characteristic of being a good friend.

4. Next, Brainstorm with the group the qualities of positive friendships.

5. Explain that sometimes initiating a conversation can be hard. Some situations might be easier than others.

6. Discuss the following examples:

* Your older brother’s friend is playing some game you’ve never seen, but you want to play it too.
* Three girls are doing their homework together, and you want to ask for some help.
* A bunch of kids in your class are getting together to play basketball at recess. You want to play, too.
* A new kid just moved into your neighborhood and is sitting in his yard alone. You want to meet him.

7. Discuss the factors that make each situation easy versus hard. Usually the same situation will have both easy and hard factors. Post up the following sample items:

EASY HARD

Familiarity: Familiar/Friend Unfamiliar/Stranger

Number of kids: One or two Group

Age of kids: Same or younger Older

Gender of kids: Same Opposite

Timing: Beginning of game Middle of game

Knowledge of game: Know the game Don’t know the game

Activity type: Games Talking

Type of kids: Regular Cool/Popular

8. The facilitator will explain that at times it is more difficult to start talking or joining other kids because we have negative assumptions about what might happen. Ask the group “Who can tell me an example of what kind of negative assumption we might have?”

9. Have the group practice how they would initiate interactions with other kids through role play using the role play cards. Ask them to generate two role plays for each situation: an example of a good way and a bad way to try and join in.

(De Rossier, 2012)

**Homework/ Ownwork**: Ask students to pay attention to how they start to talk or interact with kids over the next week and write a journal of what happens.

**Group Stage and Emerging Issues*:*** Since students are in the transition stage, students might still be exhibiting resistance to participation. If this occurs, the facilitator will try to draw them out. If a student is over sharing, the facilitator will redirect them and invite others to speak. The facilitator will block and redirect any inappropriate comments, but will address underlying issues and encourage participates to talk about their feelings.

**Theoretical Orientation Explained:**

The three theoretical orientations used in this structured group program are Solution-focused, Cognitive Behavioral, and Adlerian. Solution-focused therapy focuses on what group members would like to achieve rather than on their troubles or problems. The counselor will help the students envision a desirable future. The counselor will encourage them to build on their strengths rather than dwell on their limitations. Cognitive-behavioral therapy stresses the role of thinking about how we feel and what we do. It is based on the belief that thoughts, rather than people or events, cause our negative feelings. The counselor will assists the students in identifying, testing the reality of, and correcting dysfunctional beliefs underlying his or her thinking. The Adlerian theoretical orientation takes a positive view of human nature. Through this therapeutic approach, students will learn through being goal-oriented we can gain social connectedness and control our destiny. The counselor will identify, explore, and challenge a client's current beliefs about their life goals. All of these approaches encourage homework which will help participants practice and apply these principles. (Corey, 2012)

**Ethical, Legal, Multicultural:**

Before any 4th grade student enters into group counseling, a signed informed consent form will be obtained from their parents. This informed consent will include the nature and goals of counseling, the voluntary nature of participation, information about the school counselor, the rights and responsibilities of the parent, and the limitations of confidentiality. Furthermore, the counselor will be aware of any cultural differences and take them into account when helping students apply acquired knowledge to their daily lives. The counselor will also address the cultural barriers that might hinder peer relationships and teach the importance of celebrating differences.

**Program Evaluation:**

Students will receive a pre/post self-assessment where participates rate themselves as a friend. This will be given out in the first and last sessions. Students will also be assessed during every session by the counselor using quizzes and/or observations.

**References:**

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Stuecker, R. (2012). Cultivating Kindness in School: Activities that Promote Integrity, Respect, and Compassion in Elementary and Middle School Students. Retrieved from <http://www.researchpress.com>.

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Shelby County Schools (2012). Counselor forms and documents [needs assessment for middle school students]. Retrieved from <http://www.scsk12.org/scs/departments/Counseling/CounselingForms.html>

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**How Do I Rate As a Friend?**

**Directions:** *Check a box to tell how often you do*

*each of the following things.* (De Rossier, 2012)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I…** | **Never**  **(2 pts)** | **Sometimes**  **(1 pt)** | **Almost**  **Always**  **(2 pts)** | **Score** |
| 1. Get upset or mad when I lose. |  |  |  |  |
| 1. Listen to my friends. |  |  |  |  |
| 1. Tease other kids. |  |  |  |  |
| 1. Boss other kids around. |  |  |  |  |
| 1. Do fun things with other kids. |  |  |  |  |
| 1. Share my things with other kids. |  |  |  |  |
| 1. Bug other kids when they are trying to do something. |  |  |  |  |
| 1. Help my friends when they need it. |  |  |  |  |
| 1. Keep my friends’ secrets to myself. |  |  |  |  |
| 1. Get into fights or arguments with other kids. |  |  |  |  |
| 1. Tell the truth. |  |  |  |  |
| 1. Make fun of kids because they are different from me. |  |  |  |  |
|  |  |  | ***TOTAL*** |  |

**Friendship Qualities**

**Your Strengths and Weaknesses**

**Directions:** *List specific examples for each of the following questions.*

List three things you are really *good* at as a friend. What do you do really well as a friend?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List three things you don’t do very well as a friend and could work on to be a better friend. What do you do that is *not* very good as a friend?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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(De Rossier, 2012)

**Initiation Role Play Cards**

|  |  |
| --- | --- |
| Three kids are  studying together. A fourth kid asks for help. | Two kids are eating  lunch together. A third  kid tries to join in. |
| Two kids are playing  a game together. A third  kid tries to join in. | Three kids are talking together. A fourth kid tries to join in. |

(De Rossier, 2012)

Multiplication Quiz

1. 32 x 45
2. 91 x 20
3. 15 x 54

**Parent/Guardian Consent for Individual and Group School Counseling Services**

This is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for concerns related to:

Academic \_\_\_\_\_ Behavior \_\_\_\_\_\_ Social \_\_\_\_\_\_ Personal \_\_\_\_\_\_

School Counselor will conduct counseling services via:

🞏Individual counseling 🞏 Small group counseling sessions

Topics to be covered during the counseling sessions may include one or more of the following:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Please check one:**

\_\_\_\_I give permission for my child to receive counseling services 2012-2013 school year.

I understand that I may withdraw my consent at any time by signing and dating a written note requesting termination of counseling services.

\_\_\_\_I choose to decline school counseling services for my child at this time.

I understand that I may request counseling services at a later date if needed.

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Custodial Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

References:

Shelby County Schools (2012). Counselor forms and documents [needs assessment for middle school students]. Retrieved from <http://www.scsk12.org/scs/departments/Counseling/CounselingForms.html>

North Dakota Department of Education (2012) Inform consent form. Retrieved from <http://www.district8.k12.nd.us/index/Councelor/InformedConsentForm.pdf>.